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Workman, Barbara (2010) Flexible approaches to building awards using CPD and Work Based Learning – experiences from Middlesex University. In: Getting There By Degrees, 18 Jun 2010, Plymouth. . [Conference or Workshop Item]

Presentation

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Workman, Barbara, 2010. Building awards in continuous professional development using work based learning. Available from Middlesex University's Research Repository.

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Building Awards in Continuous Professional Development using Work Based Learning

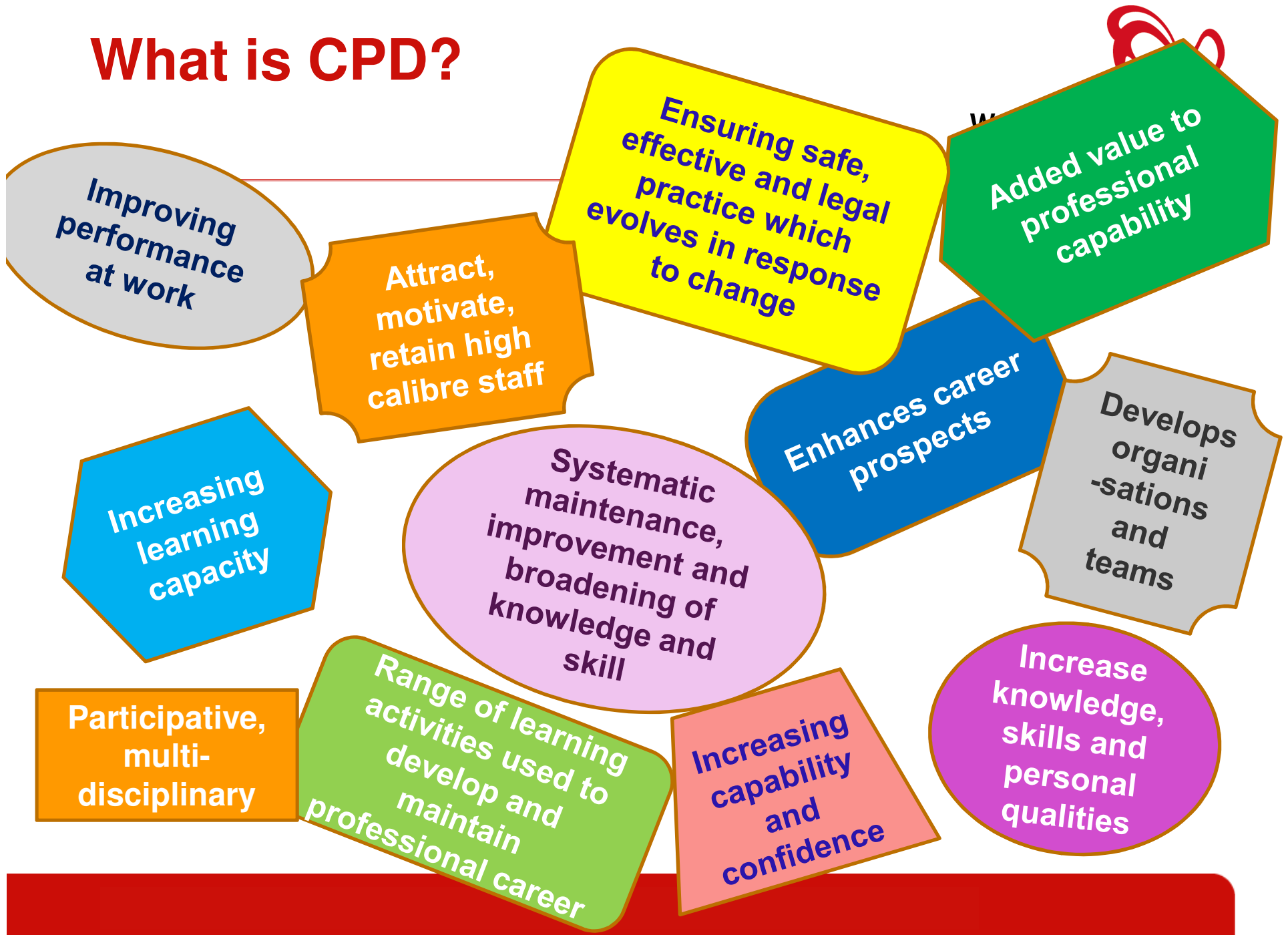
Barbara Workman

Director

b.workman@mdx.ac.uk

Centre for Excellence in Work Based Learning

What is CPD?

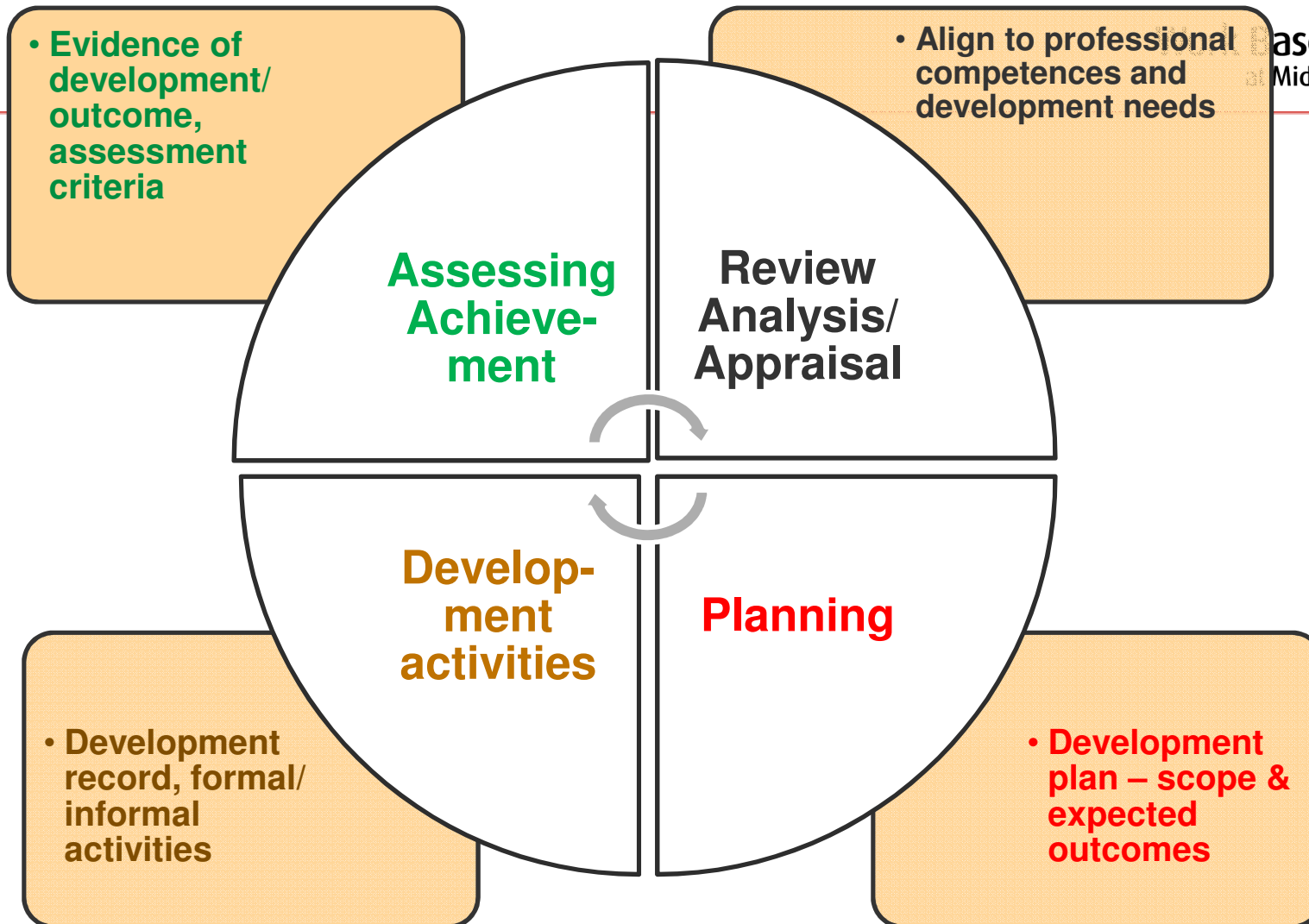


A CPD model



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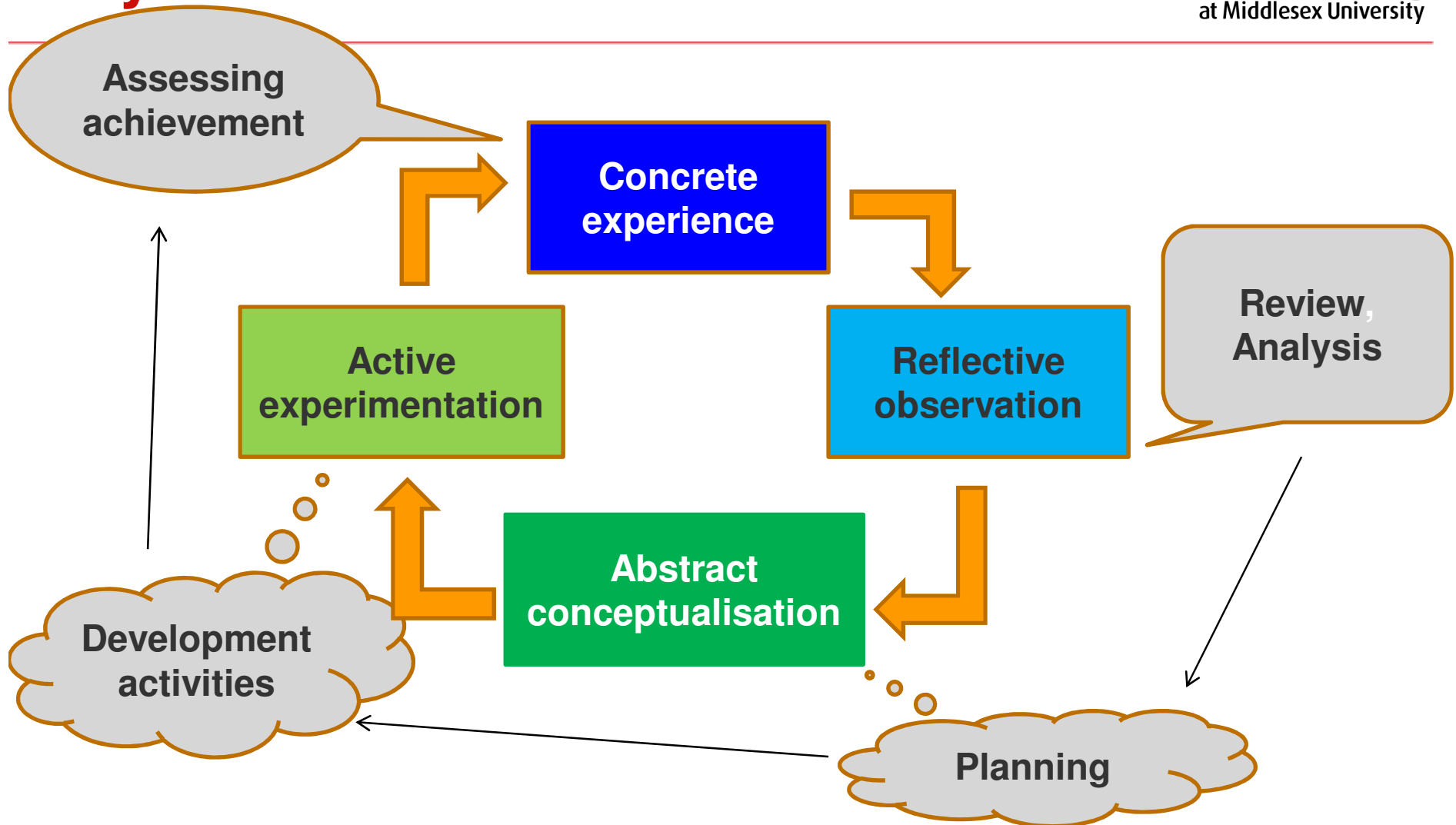
Model adapted from European Project for the Use of Standards of Competence in CPD for Construction Industry Practitioners, (1997)



Kolb's Experiential learning cycle linked to CPD model



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WBL Definitions

Work Based Learning is 'Learning for, in and through paid and unpaid work'

Universities Association for Lifelong Learning
(2006)

IWBL:

'WBL is a learning process which focuses University level critical thinking upon work (*paid or unpaid*) in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities, to achieve specific outcomes of significance to the learner, their work and the University'.

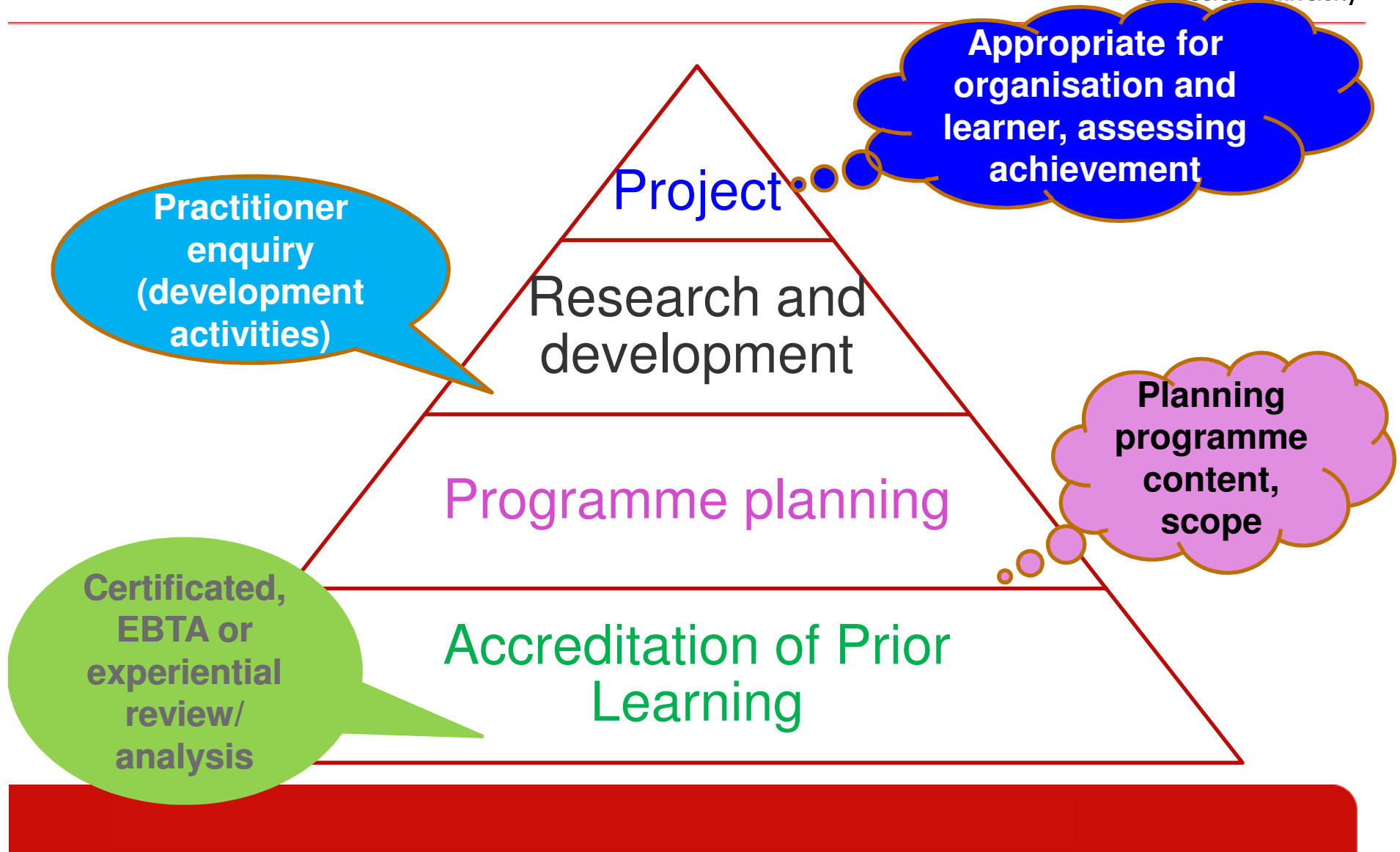
Garnett (2004)





Middlesex's WBL Framework

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Undergraduate Examples of CPD



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- Meeting professional body requirements, e.g. NOS
- BSc Nursing studies – APCL/ APEL, Projects (20, 30,40 & 60 credits)
- Use of shell modules including in-house accredited training to awards, levels 4-6, Cert HE/ Dip HE/ Graduate Diploma

Short awards

- in-house training e.g. 'Management Practice' within short project shell modules - Certificate, Diploma, Advanced Dip short Uni awards.
- Retail banking sector: accreditation plus project



Post Graduate CPD

- Whole or part awards, mix of taught/ accreditation
In house/ professional body training, e.g. Leadership, Management, Sports, Orthopaedic programmes
- Use of WBL modules to progress to full Masters, e.g. Research & final project
- **Programme developments:**
 - Build on accredited CPD provision/ short courses
 - e.g. Market testing for new programme
 - Adapt/ accredit study days/ conference opportunities
 - Upgrade professionals by accrediting mandatory training, e.g. Child protection

Using WBL curriculum across disciplines



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- Examples of CPD recognition and development
 - New roles in health care e.g. Clinical Nurse Specialists,
 - Performing arts e.g. dancers
 - Emerging professions: e.g. GP Vets, Nutritionists, Coaches
- Cohorts using WBL programme for own learning and development needs
 - Top up in-house professional programmes, e.g. Met Police specialist training
 - MSc in Professional Networking (Engineering & Information Science)



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Framing CPD in WBL

- More work focused
- Trans-disciplinary
- Negotiable content within empty shell modules
- Responsive to work place developments
- Uses knowledge and training from the workplace without duplication of effort, e.g. accreditation
- Flexible deadlines responding to work schedules
- Encourages reflection & transfer of learning from work into work, i.e. Lifelong learning



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What does CPD contribute?

Business

- Lifelong learning
- Increased quality and performance
- Increased personal and professional skills
- Organisational learning and development objectives
- Flexible workforce development
- Partnership and knowledge transfer
- Accreditation, quality assurance

Higher education

- Staff development – customer care
- Relevant and current knowledge and skills
- Partnerships with business
- Potential students
- Programme and university staff knowledge
- Possible work placements
- Income from 3rd stream
- Research opportunities



Implications for Higher Education

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- Flexible programmes require flexible delivery!
- Staff development and training required – select appropriate staff
- Use of accreditation – Intellectual property of organisation
- Realistic costs and value; time, educational and subject expertise
- University systems and processes will need adjustment
- Understanding organisational needs
- New time frames for development & delivery
- Research opportunities, but focus on organisation's needs
- Partnership working, understanding and maintenance; memos of cooperation